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ABSTRACT

The report, covering the period from June 12, 1972 through June 12, 1973, concerns the academic achievement and self-concept of pupils taught by participants in the Federally funded Career Opportunities Program (COP), the participants' professional growth, career progress, and recruitment classification, and the organizational climate and operational changes. The general conclusions were that the program is meeting the needs of the participants and is contributing to the academic growth of pupils in reading. The participants, in general, were able to meet academic standards set by cooperating institutions. The purpose of COP is to provide opportunities for adults from low-income areas to pursue careers of useful service in education and to improve the educational opportunities of pupils living in deprived areas. In Atlanta, COP-taught pupils' average reading gain was greater than one month per month of instruction. The academic performance of COP participants indicated the success of their training. COP participants have become more involved in instructional activities and placement in advanced positions took place according to the number of positions available. The effect of COP participants upon the self-concepts of pupils was not reflected in instrument scores. (Correspondence from COP graduates is included in the report appendix.) (AG)

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RESEARCH AND DEVELOPMENT REPORT

VOL. VII, NO. 20 NOVEMBER, 1973

FINAL REPORT FOR YEAR III
OF THE
ATLANTA CAREER OPPORTUNITIES PROGRAM

1972-73

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Atlanta Public Schools

Atlanta, Georgia

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RESEARCH AND DEVELOPMENT REPORT

Vol. VII, No. 20 November, 1973

FINAL REPORT FOR YEAR III OF THE ATLANTA CAREER OPPORTUNITIES PROGRAM

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INTRODUCTION

The Career Opportunities Program (COP) has been operating in the Atlanta Public Schools since June, 1970. COP is a federally funded project under the Education Professions Development Act (EPDA), Public Law 90-35, Part D.

The major purpose of COP is to train adults from low-income areas to work on instructional teams attuned to the needs of children from deprived areas. Therefore, the purpose of COP is two-fold: (1) provide opportunities for adults from low-income areas to pursue careers of useful service in education and (2) improve the educational opportunities of pupils living in deprived areas. Special attention was given to veterans, since it is believed that the male image that veterans would bring to the classroom would be beneficial to disadvantaged children living in fatherless homes.

This document is the End-of-Year Report for Year III of COP. It covers the period of June 12, 1972, through June 12, 1973.

OPERATIONAL PROCEDURES

Training for the COP participants was provided by three institutions of higher education (IHE), Clark College, Georgia State University, and Morris Brown College. After being selected as a COP participant, each participant selected the institution of his choice and followed a planned program of studies leading toward professional certification.

The program of studies at Georgia State University is based on quarter hours while the programs at Clark and Morris Brown Colleges are based on semester hours. Throughout this report when academic credits are referred to in terms of quarter hours the participants enrolled in Clark and Morris Brown Colleges earned the equivalent in semester hours.

Over a twelve-month period each participant was allowed to earn up to forty-five quarter hours of academic credit. This training period was divided into two parts--summer session and academic year.

During the summer session participants were released from work assignments and attended classes fulltime. They received a stipend of seventy-five dollars per week during this ten-week period. Finch Elementary School (a local school) was used as a COP site and most classes were held there by the institutions.

During the academic year the participants returned to their work assignments in the schools and attended classes in the late afternoon. In their work assignments in the school, most of the participants were members of instructional teams and contributed to the efforts of the team either as educational aides or assistant teachers. In either instance, COP participants were involved in instructional tasks in varying degrees, depending upon training and skill in performing tasks. In general, team members planned together and worked together as a group with each member contributing those services which he could perform most effectively.

PURPOSES AND OBJECTIVES

The overall goal of COP is to "bring into the school persons from low-income areas who normally would not enter college and who normally would not consider teaching as a career, and through them to better the education of children from economically disadvantaged families." The major treatment variable is the training of COP participants to work with pupils from low-income communities. The general design used to evaluate this project is one which will determine the beginning point of (1) the COP trainees' expertise, (2) the COP pupils' achievement and self-concept levels, (3) the COP youth-tutoring-youth tutors' and tutees' academic levels, and (4) the climate for organizational changes in schools in which COP participants were assigned and which will compare these beginnings with changes made over one project year.

The specific activities of the program were designed to fulfill the specified program objectives. As such, these activities are described under the objectives to which they relate.

Specific Objectives

Objective 1 -- Given pupils from low-income school communities taught by COP teams the average pupil achievement will be increased by more than one grade level annually.

Related to this objective, the COP trainees were assigned to forty-one elementary schools, three middle schools, three high schools, and one technical school in the Atlanta Public School System. The trainees were assigned to work with kindergarten through seventh grade levels in the elementary schools and sixth through eighth grades in the middle schools. In the high schools and the technical school the trainees were registered nurses and were assigned as school nurses: thus, providing health services for all pupils enrolled in those schools.

Depending upon the existing staff and the needs of the individual school, different staffing patterns evolved. Basically COP trainees were utilized in several roles, such as classroom aides, assistant teachers, and school nurses. In schools where team teaching was practiced, the trainee was assigned to a team. In these instances, the training contributed to the team's efforts under the direction of the team leader. The trainee participated in planning, preparation of materials and instructional activities. In some schools, a single trainee was assigned to assist several teachers during the week at specified times. In still other instances, under the direction of the teacher, the trainee would spend most of the day in skills training with individual or small groups of pupils.

Evaluation of 1: The Metropolitan Achievement Tests (MAT) were administered to measure pupils' annual academic achievement. The pretest/posttest design was used in a sixth-month interval to measure the pupils' academic achievement in the area of reading.

Objective 2 -- Given pupils from low-income school communities taught by COP teams, the annual gains in pupil achievement will be significantly greater than the annual gains made by other pupils in similar low-income school communities who are taught by non-COP teams.

The size of a team varied depending upon the existing staffing patterns within the school. In some instances, the trainees worked on a team that was intact all day. In other instances, the trainees assisted individual teachers at different periods in a self-contained classroom setting.

Evaluation of 2: The Metropolitan Achievement Tests (MAT) were administered in a pretest/posttest design to measure the annual academic achievement in reading. The COP participants were assigned primarily to Title I schools and all Title I schools had similar compensatory activities and pupil populations. Consequently, the academic achievement in reading of pupils in Title I COP schools was compared to that of pupils in Title I non-COP schools. A random sample of ten Title I schools with educational aides who were particpants in COP was compared to a random sample of ten Title I schools with educational aides who were not COP participants.

Objective 3 -- Given COP trainees who will receive forty-five quarter hours of academic training courses and practicum experiences annually, the trainees will significantly increase their knowledge in the following areas: (1) content of training courses, (2) pupil growth and development, (3) Use of instructional media, and (4) use of instructional strategy.

During Year III, the activities to accomplish this objectives were provided by three participating institutions of higher education (IHE), Clark College, Georgia State University, and Morris Brown College. Trainees enrolled in Clark and Morris Brown Colleges earned twenty-seven semester hours of college credit which was the equivalent of forty-five quarter hours.

Evaluation of 3: To assess the amount of gain in knowledge and experience by each participant, quality of on-the-job performance, and nature of personal feelings about self, the following instruments were administered: (1) Teachers' Attitudes Toward Education, (2) Teacher Aide Evaluation form (the instrument used by Atlanta Public Schools for the evaluation of educational aides), and (3) commentaries from graduates about the project.

In adminstering and compiling these data all assessments were made on a group basis in order to eliminate personal identity.

Objective 4 -- Given low-income area schools with COP teams and low-income area schools without COP teams, the schools with COP teams, after one year of operation, will achieve significantly more open instructional climates than will the non-COP schools.

During the school year, trainees were assigned to work in the schools on instructional teams. The concentration of the trainees in each school setting was not as high in all instances as desired due to the wide-spread assignment of trainees.

Evaluation of 4: Lindgren's Teachers' Attitudes Toward Education was administered to teachers and educational aides in a sample of COP schools and to teachers and educational aides in a sample of non-COP schools to assess the organizational climate of those schools.

Point of Concern: It is questionable whether the assignment of aides influences the total school climate.

Objective 5 -- Given low-income area schools with COP teams and other low-income area schools without COP teams, the schools having COP teams will achieve significantly greater gains in pupils' self-concept annually than will the non-COP schools.

Specifically designed activities or actions directed toward improving the pupils' self-concepts were limited. Based on the rationale that a second adult in the classroom gives the child an alternate person with whom he can relate, work, and identify with as a model, it was expected to positively increase pupils' attitudes toward schools. Consequently, it was assumed that their concepts would improve.

Evaluation of 5: A self-concept measure, Self-Appraisal Inventory (SAI), which was developed by the Instructional Objectives Exchange, was used to assess the self-concepts of pupils taught by COP and non-COP teams. This particular instrument attempts to secure a child's resposes to questions which pertain to four aspects of the self-concept. However, all forty items were used and a single score obtained, yielding a global estimate of self-concept.

FINDINGS

The findings are reported under the variable to which they are related. Behavioral changes, as stated in the objectives, are restated under the related variable to denote changes.

Academic Achievement

To measure the amount of gain in academic achievement made by pupils, the Metropolitan Achievement Tests (MAT), reading subtest scores from the Title I evaluation were used. The tests were administered utilizing the pretest/posttest design with an interval of approximately six months.

A. The average achievement of pupils taught by COP teams will be increased by more than one grade level annually.

As shown in Table 1, pupils taught by Title I, COP teams made an overall (grades 2 - 7) average gain of more than one grade level. In each grade the average gain was greater than one month per month of instruction (the equivalent of one grade level per year). According to these data the objective was met.

B. The annual gains of pupils taught by COP teams will be significantly greater than the annual gains of pupils taught by non-COP teams.

In each Title I school an instructional team was comprised of a lead teacher, certified reading teacher, (or teachers depending upon the size of the school), and educational aides. On some teams the educational aides were COP participants; these teams were referred to as Title I, COP teams. On other teams, the educational aides were not COP participants; these teams were referred to as Title I, non-COP teams.

In Table 1, the reading gains of pupils taught by Title I, COP teams were compared to the reading gains of pupils taught by non-COP teams. According to these data, in each grade the average gain made by pupils taught by Title I, COP teams was greater than the gain made by

pupils taught by non-COP teams. The overall (grades 2 - 7) average gain made by pupils taught by Title I, COP teams was greater than the overall average gain made by Title I, non-COP teams. The difference was statistically significant at the .001 level. Based upon these data, the objective was met.

TABLE 1

COMPARISON OF READING GAINS OF PUPILS TAUGHT BY TITLE I, COP AND TITLE I, NON-COP TEAMS AS MEASURED BY THE METROPOLITAN ACHIEVEMENT TESTS READING SUBTEST 1972-73

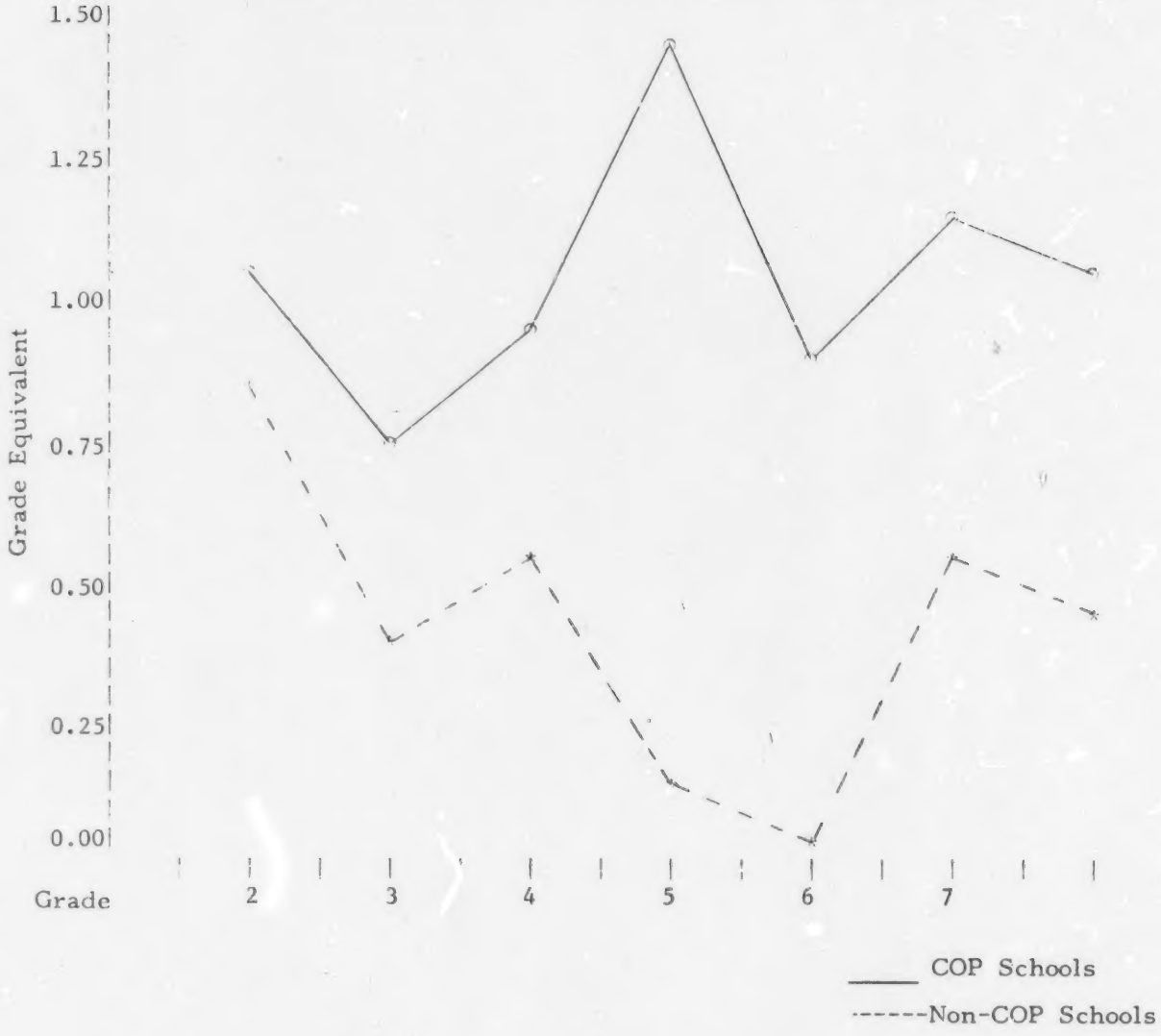
	Grade Equivalent			
Grade	COP Mean Gain	Non-COP Mean Gain	Degrees of Freedom	t Test
2	1.03	0.84		
3	0.76	0.42		
4	0.93	0.54		
5	1.45	0.14		
6	0.91	0.04		
7	1.15	0.55		
2 - 7	1.05	0.44	95	3.544***

***Significant at the .001 level.

Table 2 shows graphically the difference between the performance of the pupils taught by Title I, COP teams and Title I, non-COP teams. As can be readily seen, there was a wide difference between each grade. In the fifth grade the performance of the two groups was directly opposed, the COP group went up and the non-COP group went down. Thus, the difference was tremendous.

TABLE 2

METROPOLITAN ACHIEVEMENT TESTS READING GAIN SCORES OF PUPILS
TAUGHT BY TITLE I, COP TEAMS AND TITLE I, NON-COP TEAMS



Professional Growth of Participants

The trainees will increase their knowledge in the following areas:

A. content of training courses,

B. pupil growth and development,

C. use of instructional media, and

D. use of instructional strategies.

In order to assess changes in the listed areas, the number of academic hours earned and the mean grade point average for participants in each institution of higher education (IHE) was computed. Also, data, from the Teacher Aide Evaluation (the instrument used by the Atlanta Public Schools for the evaluation of educational aides) were compiled. Compilation and assessment of these data were made on a group basis to eliminate personal identity.

Shown in Table 3 is a compilation of hours earned in each institution, the grade point average, hours of incompletes, withdrawals, and failures. Based upon these data the participants realized a minimum of overall success. The difference between performance at Georgia State University and the other two institutions (Clark and Morris Brown Colleges) is great enough to cause concern.

Efforts to aid participants in improving performance at Georgia State University were made by providing tutorial services. Since the services were initiated during the summer, 1973, their effects should be reflected in future performance.

Each year the principal of the school to which an aide is assigned submits an evaluation of the aide's on-the-job performance. The evaluation of COP participants for the past three years (Year 1, II, and III of COP) were compared to assess changes. (See Table 4.)

The participants were rated above average on each criterion for each year. Growth was indicated for Year III on seven of thirteen criteria. Very definite growth was reflected in the ratings on the criteria which reflect training. Those criteria are as follows: Skill in Presentation of Subject Matter, Use of Correct English, Satisfactory Relationships With Other Teachers, Self-Reliance and Self-Confidence, and Good Judgment in Public Relations.

TABLE 3

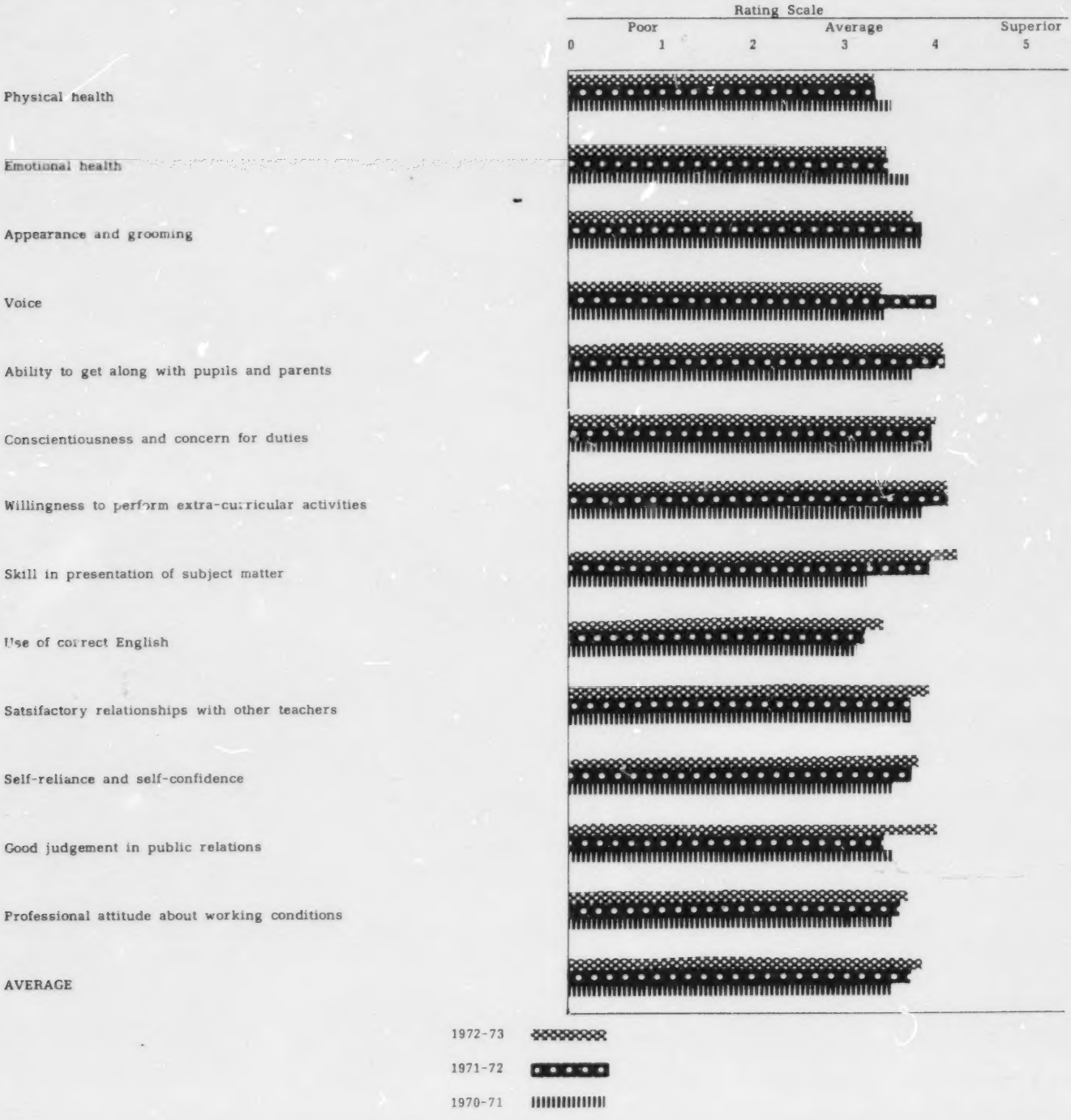
ACADEMIC PERFORMANCE OF COP PARTICIPANTS
DURING 1972-73 (Year III)

Institution	Number of Participants	Hours Earned	Grade Pt.* Average	Hours Incomplete	Hours of Withdrawals	Hours Failed
Clark College	79	2337**	2.83	85**	0	7**
Georgia State University	63	674	1.65	95	159	5
Morris Brown College	31	639**	2.75	30**	5**	0

*Four-Point Grading System.
**Semester hours were converted to quarter hours.

TABLE 4

COMPARISONS OF PRINCIPALS' AND/OR SUPERVISING TEACHERS' EVALUATIONS
OF PARTICIPANTS IN THE ATLANTA PUBLIC SCHOOLS
CAREER OPPORTUNITIES PROGRAM
1970-71, 1971-72, and 1972-73



These data substantiate the fulfillment of the objective that participants would evidence professional growth.

Also pertinent to assessing the value of the program to participants, statements from the graduates are included in the Appendix. The statements are representative of comments which frequently are heard among participants in the program.

Organizational Climate and Operational Changes

A. Schools with COP teams, after one year of operation, will achieve significantly more of an open instructional climate than will non-COP schools.

To measure the degree of openness in COP and non-COP schools the Opinionnaire On Attitudes Toward Education by H. C. Lindgren and G. M. Patton (1958) was administered to teachers and aides in thirty schools (15 COP and 15 non-COP).

This fifty-item scale measures attitude toward child-centered policies and practices in education. The attitude score is the number of positive items agreed with plus the number of negative items disagreed with, where positive items are favored toward child-centered practices. The range of scores is from 0 to 50, with the highest score indicating more favorable attitudes toward child-centered policies and practices in education.

The attitudes scores of teachers and aides in COP and non-COP schools are shown in Table 5. According to the scores there was hardly any difference in attitudes of teachers in COP and non-COP schools, nor aides in COP schools and non-COP schools. The attitudes of aides was slightly lower than teachers in each situation.

Assuming that attitudes that are more favorable toward child-centeredness are indicative of open instructional climates, the schools tested had open climates. However, there was no significant difference in the degree of openness between the two groups of schools.

TABLE 5

ATTITUDE SCORES OF TEACHERS
TOWARD EDUCATION

	Mean Score		
	Teachers	Aides	Total School
COP	37.0	33.2	35.1
Non-COP	36.6	33.5	35.0

B. Schools having COP teams will achieve annually a greater amount of organizational and operational changes than will schools without COP teams.

Through conferences with lead teachers and principals it was revealed that changes were mostly operational. This year under the Title I program, aides were assigned to work on teams to provide instruction for specifically identified pupils under the directions of the lead teacher.

More than in previous years, aides were involved in planning for and providing instructional activities. However, data were not collected to substantiate that more changes occurred in COP schools than in non-COP schools.

Pupils' Self-Concept

The Self-Appraisal Inventory (SAI), developed by the Instructional Objectives Exchange, was administered to pupils taught by Title I COP and non-COP teams. This particular instrument attempts to secure a child's responses to questions which pertain to four aspects of the self-concept. However, all forty items were used and a single score was obtained, yielding a global estimate of self-concept.

Scores of pupils taught by Title I, COP teams were compared to scores of pupils taught by Title I, non-COP teams. These data show that the mean scores for both groups were very similar. (See Table 6.) Both groups responded positively. The non-COP group was slightly higher than the COP group. The difference was not statistically significant. The objective was not met--pupils taught by COP teams did not score higher on the self-concept scale than did pupils taught by non-COP teams.

TABLE 6

COMPARISON OF TITLE I SELF-APPRAISAL INVENTORY
POSTTEST SCORES -- COP TEAMS VERSUS
NON-COP TEAMS
1972-73

Grade	Mean COP	Mean Non-COP	Freedom Degrees of	t Test
2	66.0	69.7	6	-0.939
3	61.2	64.0	6	-0.477
4	60.9	61.7	9	-0.308
5	59.4	64.0	9	-1.212

Progress on the Career Ladder

At least eighty-five per cent of all COP trainees will progress upward on the career ladder.

During this year, seven participants were promoted to assistant teacher positions, and fourteen participants graduated. The extent to which progress was made on the career ladder was dependent upon the availability of positions. The number of assistant teacher positions are too few to accommodate the number of COP participants who qualify.

Eight participants graduated in May, 1973 (Year III), and six participants graduated in August, 1973. The six August graduates will be counted in the Year IV report but are mentioned here inasmuch as they had graduated at the time of this report.

All graduates (13 of 14) who requested employment within the Atlanta Public Schools were employed. One graduate accepted a grant to do further study in a doctoral program at Atlanta University, Atlanta, Georgia.

The objective was not met, however, the employment of graduates and assignment of participants to available assistant teacher positions attest to the local educational agency's (LEA) commitment to COP.

Recruitment Classification

The 160 trainees for COP will be recruited from low-income Atlanta communities and Vietnam veterans.

This objective was met without difficulty. (See Table 7.)

TABLE 7

COP ENROLLMENT
1972-73

	Beginning Enrollment 6-12-72	Entered During Year	Cumulative Total	Withdrawn	Graduated 1973	End of Year Total
Recruitment Classification						
Veteran	11	0	11	0	0	11
Non-Veteran	137	25	162	24	8	130
Total	148	25	173	24	8	141
Race and Sex						
Black Female	128	23	151	18	7	126
Black Male	18	1	19	5	1	13
White Female	2	0	2	1	0	1
White Male	0	1	1	0	0	1
Total	148	25	173	24	8	141

Youth-Tutoring-Youth

In that Youth-Tutoring-Youth (Y-T-Y) was not a functioning component of the Atlanta COP, the objective for Y-T-Y was not evaluated.

CONCLUSIONS

A. The annual reading gain of pupils taught by Title I, COP teams was one month or more per month of instruction (the equivalent of one grade level per year).

B. COP participants contributed to the academic achievement of pupils whom they taught. The annual reading gain of pupils taught by Title I, COP teams was statistically significantly greater than the annual reading gain of pupils taught by Title I, non-COP teams.

C. Training was a successful endeavor for COP participants as a group as evidenced by their academic performance. Also, the effects of training seemingly were reflected in the on-the-job performance of the participants.

D. Organizational and operational changes, specifically through teaming, have occurred which have permitted COP participants, as well as other aides, to become more involved in instructional activities, including planning.

E. The availability of advanced positions was too few to accommodate all participants qualified for advancement. However, limited promotions were made and all graduates were employed within the Atlanta Public Schools.

F. No difficulty was encountered in recruiting participants according to program classification.

G. The effect of COP participants upon the self-concepts of pupils was not reflected in the scores of pupils on the self-concept instrument.

H. The program, in general, is meeting the needs of the participants and is contributing to the academic growth of pupils in reading.

I. Participants, in general, were able to meet academic standards set by cooperating institutions.

RECOMMENDATIONS

Based upon findings and conclusions, it is recommended that:

A. Efforts be continued to concentrate the assignment of COP participants so that the effects of the project can be more easily measured.

B. New strategies be sought to increase the availability of assistant teacher positions.

C. The participating institutions be commended for their involvement and interest in providing relevant training for the participants.

D. The LEA continue to encourage particpants in the pursuit of their goal by continuing to provide employment for interested graduates and facilitating opportunities for involvement in study, and instructional activities.

E. Efforts be continued to provide services as needed to aid participants in making proper adjustment to college and meeting academic standards as prescribed.

APPENDIX

INTRODUCTION

The Atlanta Career Opportunities Program (COP) has been in existence since June, 1970. As of August, 1973 (slightly more than three years), nineteen (19) participants have received a Bachelor's Degree in Education and have been certified as teachers.

Upon graduation some of the graduates were so moved as to write to the COP Administrators and express themselves about the program. These letters were of such that they inspired the notion that the expressions of graduates apprised the value of COP more explicitly than any test scores, etc., ever could.

COP is a federally funded project designed to provide professional training for potentially capable adults from low-income areas for careers in education, and through their services improve the educational opportunities of children from low-income areas. Hence, COP's major purpose is two-fold: prepare the adult for a career in education, thus raise his economic status and raise the academic levels of the pupils.

The effect of the participants on the pupils in the classroom is not as easily measured as the effects of the program on the participant himself. In other words, the participant receiving training, assuming roles and entering careers, earning salaries, thus raising his economic status, and feeling better about himself are observable behaviors. On the other hand, the difference the trained paraprofessional makes in the classroom and the impressions he implants on the pupils are evasive variables which may not become apparent immediately. However, teachers and other educational personnel in the Atlanta Public Schools agree that the services the paraprofessional contributes are tremendously valuable to improving the educational opportunities of children. They also agree that the opportunities afforded through COP have upgraded the quality of the services of the COP participant.

The following are unedited commentaries from COP graduates.

THE GRADUATES SPEAK

Bradley, Mrs. Delores D.

I am writing this letter to say "thank you" for your tolerance, smiles, understanding, and confidence in me during my three years as a COP participant. COP made it possible for me to obtain the Bachelor of Science degree in Education on August 18, 1973, at Georgia State University.

While working toward this degree, I must add that the "COP family" made it a lot easier. I feel I have made new friends during these past three years and if ever I am needed for anything, please don't hesitate to call.

Again, "thank you."

Signature Delores D. Bradley

Cato, Mrs. Emma

The Career Opportunities Program has helped me to make a dream come true. Because of COP I was able to work and receive a meaningful education.

I was accepted into the Career Opportunities Program in June, 1971, and attended Georgia State University acquiring the background training and skills for becoming a teacher. I also received first hand experience in the classroom as an educational aide.

I graduated from Georgia State University in August, 1973, receiving a Bachelor of Arts degree in Elementary Education. This would not have otherwise been possible for a long time to come without unnecessary strain and hardship.

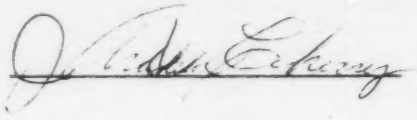
Thanks to COP I am now a certified teacher with the Atlanta Public School System.

Signature Emma Cato

Cherry, John Arthur

When I consider retrospectively the experiences I had in the Atlanta Career Opportunities Program, I become fully aware again of the great asset this program has afforded me. From the beginning of the program in June, 1970, until I graduated in May, 1973, I was carefully guided and assisted with completing my college program by a very capable instructional team at Clark College. However, the g eatest acclamation for my success is due to the phenomenal leadership of the program coordinator and his assistant. The COP administrators' personal involvement with the program gave me the incentive to want to complete my education. It even made the readjustment to academic life and study much easier. While COP itself is a great program, it has been made greater in Atlanta by having the epitome of leadership.

This program has left an indelible imprint on my life, and I often like to cherish and recapture the delightful experiences I had in the program. I am now enrolled in a doctoral program at Atlanta University. My graduate studies at Atlanta University have been enriched because of the practical experiences I had while an undergraduate in COP.

Signature 

Corse, Mrs. Eola W.

We wonder about education sometimes. We know the value of it, because it is important to all of us. I felt I needed an education for innersatisfaction. I became vitally concerned with broadening my educational goal but found it impossible because I lacked financial help.

When the Career Opportunities Program began, I was astounded because I could not believe such an educational program existed. Upon entering this program, I knew all of my experiences would not be easy ones, trying to be a housewife, mother, and keeping up with my studies as well. I am blessed to have an understanding family who tried to help in every way possible, which made my studies relatively easy.

After being affiliated with COP for more than three years, I feel that this is one of the best programs in education today. It has helped me to develop socially, economically, and intellectually.

I now feel that I am more capable of helping boys and girls grow and develop to their fullest potentials. I feel that the knowledge gained by the participants in this program will prove to be beneficial not only to the boys and girls in the communities of this state, but possibly the nation.

Last May, 1973, I graduated with a Bachelor of Arts degree from Clark College, Atlanta, Georgia. I am most grateful to have been a part of this great program.

Signature Eola W. Carse

Goolsby, Mrs. Lillie M.

When I entered the Career Opportunities Program in June of 1972, it was an easy adjustment for me, because I felt this was what I wanted to do. I have always wanted to do something constructive in helping others help themselves, and this program gave me this opportunity. This program provided an opportunity for me to sense a deeper understanding and devotion toward mankind. I graduated from Clark College in August, 1973, with a Bachelor of Science degree in Elementary Education. I am now employed as a teacher in the Atlanta Public Schools.

Signature Lillie M Goolsby

Hill, Mrs. Orvis W.

I am writing this letter with sincere gratitude and appreciation, and to thank you for the part you played in the opportunity given me so that I could complete my college education. I feel that I am one of the lucky ones to have been chosen to be a COP participant.

The Career Opportunities Program gave me an opportunity to complete my college education at Georgia State University without the financial burden I had when I first began my college life in 1957 at Tuskegee Institute. The program also gave me the opportunity to meet and make new friends, and to be a part of a worthwhile and meaningful program. My stay in COP was three hard years in that I had the responsibility of my home, my husband, my two children, and my job, as well as the responsibilities of doing my school work. I have been on the program since it started in the summer of 1970, and have gone to school every quarter since, taking

a full schedule of from 10 to 15 hours a quarter. I graduated on August 18, 1973, with a 3.5 average.

I feel that the added responsibility of school was worth all the sacrifices made by me and my family in order for me to achieve my goal of being a college graduate with a Bachelor of Science degree in Elementary Education.

Again I say, "thank you." It has been hard but an enjoyable and a very rewarding experience.

Signature Mrs. Doris H. Hill

Hunter, Mrs. Mary Alice

I wish to take this opportunity to convey my feelings about the Career Opportunities Program (COP) and to thank those persons who made possible the program in which I was a participant. I feel very proud to have been chosen as one of the persons to get a second chance at completing their college education.

COP is by far one of the most innovative and gainful programs that I know about. I say this because of my experiences working as an educational aide for six years. I have worked on several different grade levels, which has caused me to receive first hand experiences in teaching-learning situations. I didn't have to wait until I had finished college to find out what teaching is all about. I am thankful for having the opportunity to work in the classroom with children, and to go to college at the same time to study for a degree.

Studying and seeing about my family has been difficult, somewhat, but I had set a goal to reach. To work, to see about a family, and to get an education at the same time is not the easiest thing in the world to do.

I became a COP participant June 15, 1970. I chose to go to Clark College to study. I graduated May 21, 1973, with a Bachelor of Arts degree in Elementary Education. I graduated as a cum laude honor student. Graduation day was a day I'll never forget. It was one of the highest points in my life in regards to education.

After graduation, it seemed like a long wait trying to find and

get a worthwhile job. I felt that one day, hopefully, I would get a job teaching since I had chosen teaching as my profession. I felt a tremendous responsibility to COP to do the best job possible and to make the most of that opportunity.

I am now employed in the Follow Through Program of the Atlanta Public Schools as an Instructional Assistant. I hope to make a worthwhile contribution as a well-qualified teacher in the very near future.

Signature Mrs. Mary Alice T. Hunter

Ramsey, Mrs. Cecelia

There is an old adage which says, "Opportunity knocks but once." After I became married, the mother of four, and a widow I began to believe this saying because some years back I had dropped out of college and since then an opportunity to re-enter had not come.

The Career Opportunities Program was a second chance for me. However, my becoming a teacher aide in the Title I program was my first step toward a second chance for a college degree and a possible teaching career. I sought an assignment as teacher aide because this job allowed me to be with my family during the crucial hours -- those hours just after school when most parents are still working. As my children grew older, I learned of the Career Opportunities Program, applied, and was accepted. At this point I knew this second opportunity would not slip by through any controllable fault of mine. It represented a chance fo fulfill a longstanding desire to become more economically sufficient for my family, and to become able to help other children.

I must admit that working and going to school presented a real challenge. However, during the darkest moments Mr. Bacote, the Coordinator, and Mrs. Taylor, the Assistant Coordinator, were always around to give needed assistance as psychologists, psychiatrists, sociologists, educators, and parents. THANKS TO THEM AND COP!

I graduated from Clark College with a Bachelor of Science degree in Elementary Education in May, 1973, and am now employed as a first year teacher with Project Follow Through.

Signature Cecelia W. Ramsey

Stevenson, Mrs. Ruth M.

I am of the opinion that learning is very important to me and to all people. A certain vital quality seems to leave a person when he or she no longer is involved or possesses an interest in learning.

I entered the Career Opportunities Program in June, 1970. This program helped in an important phase of my life because I got a higher education. I received my Bachelor of Science degree in Elementary Education, August 18, 1973.

Studying, seeing about a family and other responsibilities were hard. Up until my husband's death he was thrilled and wanted me to complete my education. He encouraged me a great deal and helped me to keep the faith when at times I was ready to give up. My three children were excited and when I had a test or something hard to do they would wish me luck. They would say "Good luck, Mommy!" when I would go out the door. This meant a lot and encouraged me to do my best for myself and for them.

I give thanks to the COP administrators who were kind and understanding during my three years in COP. COP made it possible and words cannot say how grateful I am. I can only say thanks, and I thank God for COP, because it gave me a rewarding experience.

To my friends still in the program, it may seem hard at times, but stay in there and work hard. COP is a great opportunity to go forward. I did.

Signature Ruth M Stevenson

Ware, Mrs. Mary S.

To the administrators of the Career Opportunities Program I would like to say thank you for your guidance during the past three years.

I entered COP in June, 1970, as a junior at Georgia State University. I could hardly believe I was being given the opportunity to complete my college education. In addition to being a student, I held a full time job as an assistant teacher, wife, and mother of four

school-age children. This was a great responsibility. There were times when I felt as if I would never reach my goal. I kept telling myself how lucky I was to be a part of the program -- that this was the chance of a lifetime.

I made many new friends at Georgia State, many of whom were also COP participants. We would call each other when the going got really rough.

I graduated in August, 1973, with a Bachelor of Science degree in Elementary Education. I am now employed by the Atlanta Board of Education as a sixth grade teacher at Sammye Coan Middle School.

Being a part of COP was one of the most rewarding experiences of my life.

Signature Mary A. Hare